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This report of the Hartford Intensive City-University Teacher Training Project (HICUT) is a projection of the 1968 program, based upon the 1967 program. Included are background information describing HICUT and its objective ("to recognize and meet the unique teaching needs of an urban community by employing the necessary supportive strength of a cooperating university"), a statement and reaffirmation of the six HICUT hypotheses, the seven recommendations evolving from 1967 HICUT and their implementations as planned for 1968, specifics related to the "multi-age grouping of children in a team teaching setting," emphases of HICUT (parental participation, relevant curriculum, and structure for educational improvement), a staff report, and recommendations made by the codirectors. (SG)

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HICUT '68

DESIGN FOR DEVELOPMENT

Report of the Co-Directors

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HICUT '68 - DESIGN FOR DEVELOPMENT

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HICUT '68 - Design for Development

I. Background

Confrontation and crisis continued to characterize core city education during the 1967-68 school year. The emerging awareness in the community of its complex needs demanded that educative processes be realistically appraised to increase the effectiveness of teaching and learning. HICUT, the Hartford Intensive City-University Teacher Training Project, evolved as a dynamic strategy to meet the urban challenge.

The evaluation of HICUT '67 indicated that there was consistent, significant evidence that positive changes occurred. Exposure to HICUT '67 produced results which suggested that:

a) Teachers will become more open, more self-reliant, more innovative, and more accepting.

b) Parents will respond favorably and give vocal support when they feel that education is <u>for</u> their child.

c) Pupils will respond favorably to changes in teacher behavior and will show more initiative and less anxious concern.

HICUT was one unique development in Hartford's continuing efforts to develop a more effective educational pattern for urban schools. HICUT '68 was jointly re-designed and operated by both the Hartford Public Schools and the University of Hartford. Thus, to establish a continuum of the progress achieved in 1967, HICUT '68 was structured to recognize and meet the unique teaching needs of an urban community by employing the necessary supportive strengths of a cooperating university.

In order to maintain an effective plan for coping with the multitudinous problems confronting urban teacher education, the City and the University of Hartford continued to provide the academic and the practical aspects of the program. Participants had optimal training opportunities, functioning under the aegis of a working arrangement responsive to the demands of both town and gown. HICUT remained a truly cooperative venture of both the University and the core city.

Centered around a seven-week summer work session, HICUT utilized the facilities of the affiliated Annie Fisher School - and the neighboring University as well - to solidify groups of experienced and inexperienced teachers into functional teams which become newly-sensitized to the needs of the inner-city children.

The Fisher School became a laboratory in the ecology of desegregation while the classroom served to integrate approximately 500 youngsters representing public and parochial elementary schools within the total city.

Participating in the program were thirteen resource teachers, four special service personnel, fifty-nine experienced teachers, thirty-six teachers newly-appointed to the system, and eight aides who were university under-graduates. The staff also included two media specialists, a nurse's aide, a librarian, a University resource team, co-directors representing both the school system and the University, and a number of nationally prominent urban consultants.

The instructional phase of the workshop was implemented within a six-hour day, five days a week for seven weeks. For five of these weeks,

teachers, undergraduates and staff were involved with children in a daily instructional practicum situation. During these four hour practicum sessions each teacher took part in a wide range of learning activities which encompassed the activity of the typical urban teacher. These activities included teaching, observations, team planning, media preparation, demonstration lessons, conferences, seminars, evaluations and other related functions.

The informal afternoon sessions employed small group discussions, large group seminars, team planning, and specialized techniques to actively involve all participants in recognizing the unique needs of teaching in Hartford. Large blocks of time were devoted to devising innovative teaching strategies for experimentation within the classroom.

II. Reaffirmation

As a result of the previous year's experience and intensive cooperative pre-planning, HICUT '68 reaffirmed its hypotheses that:

(1) An innovative curriculum will result in teacher attitudinal and behaviorial changes necessary to effectively guide learning in an urban climate.

(2) An innovative curriculum must stress continuous flexibility in grouping, cooperative teaching and learning, and individualized instruction in order to make a decided impact on the teaching-learning process.

(3) An innovative curriculum must employ multi-media instruction to effect learning change.

(4) An innovative curriculum emerging from the strengths of urban children will effect self-realization and self-actualization of both the teachers and the pupils.

(5) An innovative curriculum must foster sensitivity to the behavioral characteristics of urban children and encourage experimentation which will maximize teacher and pupil potentialities.

(6) An innovative curriculum must incorporate an appreciation for the values and the uniqueness of both the individual and his community. This appreciation is prerequisite to interaction and dialogue between the school and community.

III. Recommendation and Implementation

Staff analysis of HICUT '67 resulted in specific recommendations for change to increase the effectiveness and efficiency of HICUT '68. All teachers, parents and pupils were provided opportunities to react to the total program. Their viewpoints were reflected in the design for HICUT '68.

'67 RECOMMENDATION

I. An expanded HICUT structure. This expansion would include a number of additional supervisory and administrative personnel to work with the teachers in developing a more responsive teaching-learning environment.

'68 IMPLEMENTATION

I. Thirteen teachers from HICUT '67 were identified and trained for fifteen weeks to serve as resource teachers. They became participants in a leadership seminar conducted by the co-directors in a

graduate course at the University of Hartford. Each resource teacher was responsible for and to an instructional cluster. (Each cluster comprised three or four instructional teams.) The resource teachers were able to work with individual teachers as well as teaching teams to effect greater utilization of teacher talent in serving urban youth. The resource teachers were also able to serve in a liaison role and encouraged greater communication and sharing of skills among instructional teams.

'67 RECOMMENDATION

II. The continuation of a practicum for the training of potential classroom leaders. This practicum would operate within, and would be an essential part of the total HICUT structure.

'68 IMPLEMENTATION

II. HICUT teacher participants served within the Hartford schools as demonstration teachers, team leaders and committee chairmen. Hartford principals provided opportunities for the dissemination of HICUT techniques utilizing HICUT participants to share their skills and enthusiasm with other teachers.

In-service sessions were instituted to maintain the continuum of teacher training. All participants were exposed to educational leaders and new media concepts.

'67 RECOMMENDATION

III. A team of reading specialists. This team would be available to help teachers learn to diagnose and correct basic reading difficulties and would also provide necessary remedial assistance to many of the children involved.

'68 IMPLEMENTATION

III. The University of Hartford conducted a Reading Clinic in conjunction with HICUT '68. Reading Specialists and consultants were assigned to each instructional cluster. The specialists provided assistance to teams in the development of individualized reading programs that would recognize and remediate learning problems experienced by children. Consultant service was available to teachers who sought new strategies for the teaching of reading.

'67 RECOMMENDATION

IV. A renewed emphasis on the teaching of developmental learnings, as typified by the exponents of early childhood education, together with the necessary staff for this type of training.

'68 IMPLEMENTATION

IV. The need to expand the experiential background of urban children resulted in the development of activity-centered areas of interest that enriched a communications curriculum. Children were provided with satisfying experiences that included realistic living patterns and which led to the development of learning skills. The instructional program was realized through the experimential program provided in the instructional practicum and the utilization of a diversity of community resources.

'67 RECOMMENDATION

V. Expanding the team concept to include more opportunities for instructional specialization.

'68 IMPLEMENTATION

V. Whereas HICUT '67 emphasized the individual instructional team, HICUT '68 developed the cluster team concept. With resource

teachers to provide the leadership, instructional teams joined to form clusters with opportunities to diagnose, analyze, and plan teaching and learning strategies. Staff members coordinated inter-cluster efforts which continued to expand the role of each teacher and his awareness of the total program.

HICUT participants were encouraged to extend their areas of specialization to multiple instructional levels in order to be more sensitive to needs of individuals rather than groups.

'67 RECOMMENDATION

VI. Initial orientation should include more time for the establishment and emergence of team roles.

'68 IMPLEMENTATION

VI. Participants were provided more time during the initial week for planning. As they continued to meet with resource teachers and staff to consider and develop the instructional program, team roles were analyzed and developed. Teachers became more aware of the many faceted implications of teaching in a program where pupils were grouped on a multi-age basis.

'67 RECOMMENDATION

VII. The teaming of experienced and inexperienced teachers should be continued. All teachers should operate on the same peer level with the exception of undergraduates who would be classified as teacher-aides.

'68 IMPLEMENTATION

VII. Experienced and inexperienced teachers and teacher-aides were teamed to maintain the concept of a teacher-training continuum. Each teacher regardless of experience was recognized as a

contributing factor in the achievement of team goals. The elimination of the term "trainee" was effected as suggested in the '67 evaluation.

IV. Specifics

HICUT became a program of cooperative teaching and learning with the instructional emphasis placed on multi-age grouping of children in a team teaching setting. Children were assigned to "instructional centers" consisting of not more than fifteen pupils selected from two to three traditional grade levels. The result of diverse placement patterns was to place each pupil in an inter-age, multi-level environment conducive to individuality in learning; and to make each teacher more cognizant of the needs of a child in a class setting with de-emphasis of a grade designation.

A team of two to four HICUT teacher participants was assigned to each instructional center, with each team reflecting the varied characteristics of the urban system's total instructional staff. Thus some members of each team typically had experience teaching in Hartford; others had taught previously but not in a large city; and several teachers were entirely new to the classroom. Three instructional centers became a teaching-learning cluster. Each cluster had the service of a resource teacher who had been trained for the leadership role. Staff personnel were also assigned to a series of clusters and worked with resource teachers and instructional teams. Thus HICUT participants were exposed to a multiplicity of teaching

strategies and had the opportunity to develop or re-assess their personalized teaching style.

Within the first several days a number of strengths began to emerge from the unique resources inherent in each of the respective teams. Seminars, guided by the HICUT staff, were developed to coordinate the project's instructional strengths and specialties into a cohesive team approach which implemented the objectives of the HICUT program.

The actual teaching practicum alternated between observation and instruction. The observation emphasized the critical analysis of teaching and learning styles. Behavioral and attitudinal change in the teacher and the learner became the focus of HICUT '68.

To develop these analytical skills, micro-teaching, video tape and anecdotal records of teacher and pupil performances were utilized for team-staff evaluations. Teachers were encouraged to visit instructional teams in their own and other clusters. This interchange of experiences and reactions fostered greater sensitivity toward individualization of teaching and learning.

The practicum served as an action laboratory for the development of a personalized style of teaching. Teachers became increasingly aware of the need for individuality in teaching style yet group dynamics demanded constant evaluation.

The focus on team action was not confined to the teachers and staff alone. Pupil learnings too, proceeded on a team and inter-team basis, with each pupil experiencing a wide spectrum of cooperative learnings

ranging from individualized instruction to large group activities.

Individualized instruction and individuality in learning became the prime consideration for planning a meaningful program for the urban pupil. While the low pupil-teacher ratio was particularly conducive to maximal use of individualized instruction, the teachers themselves were the key to individuality in learning. HICUT '68 became a pattern for progress.

The HICUT staff gathered and amassed multi-media devices and audio-visual equipment from throughout the total school system. Projectors, viewers, tape recorders, record players, cameras, duplicating equipment and other instructional devices, were available and used in each of the cluster areas. Charts, large pictures and diagrams were also obtainable from the HICUT media library.

Video-tape evaluations encouraged an analytical evaluation of recently taught classes, the sharing of techniques and procedures, and the unparalled opportunity to make observations through an impersonal and objective technological device. This was particularly useful in that the recordings of teacher performances, when compared with the reactions of the pupils, provided both a dramatic and an accurate record of the immediate effects of a given teaching style upon each and every child within the class.

A relevant curriculum evolved with the elimination of the standard classroom text. Creativity replaced conformity as teachers developed areas of interest through the communicative skills. Relevancy required research and re-evaluation to keynote the 3 R's of Hartford's

urban education.

Consultants and the staff saturated the teachers with ideas for innovative programming. Teachers were introduced to the construction of learning themes. An Idea Booklet compiled by the Co-directors and the resource teachers became the catalyst for team action. These ideas were accepted and further developed by HICUT participants.

V. Emphases

In addition to the continuation of emphases which proved successful in HICUT '67 and were reported in "HICUT - Where The Action Is," HICUT '68 moved forward to develop additional areas of relevant activity for parents, pupils and teachers.

A. PARENTAL PARTICIPATION

HICUT Viewpoint

HICUT's philosophy of school-community relations was realistic. It recognized that in this period of urban crisis, school-community cooperation is imperative. It was committed to the viewpoint that if urban education is to make a valid contribution to the solution of inner-city problems, the need for active, participatory involvement of the community in education is mandatory.

Specifically, HICUT supported the thesis that urban parents should be involved as participants in the education of their children. Their role should encompass more than mere observation. Educators,

HICUT hypothesized, should acknowledge the validity of parental involvement and seek its establishment. HICUT incorporated these viewpoints in the program implementation for both teachers and pupils.

HICUT Techniques

HICUT utilized a variety of techniques to achieve the teacher and parent reactions reported in the previous sections. The approach combined interpretation, instruction, interchange and involvement.

INTERPRETATION began with the initiation of the project. Parents received a brochure with a complete explanation of HICUT. Teachers and principals provided additional information. News media, including two local newspapers, radio and television stations, gave excellent coverage throughout the summer. HICUT newsletters added information. Parents and the community really knew the what, where, when, why and how of HICUT.

INSTRUCTION of teachers was an on-going committment. Teachers met for lectures, seminars and discussions of urban education. The HICUT staff was supplemented with nationally recognized consultants in human relations, inner-city teaching and the urban child. The greatest impact came from meetings with the parents themselves. Teachers sat in small groups with representative parents from the urban community who were encouraged to 'tell it like it is.' Parents confronted teachers with their personal concerns and aspirations for their children as well as the accountability of the school system for the adequate educational progress of their children.

INTERCHANGE of information and viewpoints between parents and teachers was continuous. An evening meeting at the University brought parents from all over Hartford. They filled the auditorium to discuss their positive reactions to the program after listening to a slide-illustrated panel discussion of HICUT. Parents also visited the Fisher School often and made a special effort to be present during a three-day Open House. During the visits they observed the program and conferred with teachers. Conferencing by telephone and written communication was frequently used.

INVOLVEMENT of parents, community leaders, city leaders, city agency employees and businessmen was constant. Parents accompanied pupils on field trips. They served as resource aides when teachers toured the ghettos of Hartford. They opened their homes and teachers visited, and learned from them. They exchanged roles with the teachers and became teachers, consultants and lecturers. They lectured at teacher seminars and addressed pupils. They ranged from the mayor to the housewife and from the insurance clerk to the salesman.

Pupils extended their experiences out from the classroom into the community. Executives and businessmen talked with them. Museum, governmental and industrial personnel became teachers whenever HICUT pupils visited. Cooperation and interaction was magnified while learning became dramatic.

HICUT Conclusions

HICUT demonstrated that the urban school can achieve an effective relationship with its community. Further, it verified the concept

that inner-city parents and teachers can combine to provide pupils with a dynamic, educative experience. To achieve this goal, continuing recognition must ge given to providing parents and community with the opportunity for an active, participatory role in the education of urban pupils. Teachers need to really know the inner-city pupil, his parents, and his community. Parents need to know and understand the school, its staff and program. When the reciprocal relationship implied in the preceding statements is achieved, attitudinal changes and an atmosphere conducive to more effective education is likely to result.

B. THE RELEVANT CURRICULUM

Learning Themes

Relevancy is a prerequisite for the development of a significant curriculum for urban pupils. Relevancy demands a sensitivity to the interests and needs of the urban child. Interests are generally related to their strengths, while their needs are reflected in their experiential backgrounds. Recognizing these guidelines, HICUT staff and participants formulated learning themes that directly focused upon pupil interests and needs. Theme implementation was planned to include experiences in which existing urban pupil-strengths would be enhanced through a developmental relevant curriculum.

Illustrative of the many approaches which achieved considerable success during the '68 summer session was the election of HICUT student officials.

A cluster of intermediate instructional teams joined to study the election process and actively participate in the many facets of real politics. Experiences which were applicable to the communications theme included a trip to the campaign headquarters of a presidential candidate to gather data, interview, and formulate fact-opinion exercises; a discussion with Hartford's lady mayor on the responsibilities of elected officials; and a visit to the University's School of Art to create visual likenesses in unique media.

HICUT pupils became politicians. Candidates organized parties, planned campaigns, developed party platforms and conducted caucuses. Pupils became totally involved. They prepared and distributed campaign literature, delivered speeches, and constructed signs, banners, hats and other typical paraphenalia of politics. An actual convention was held in the Fisher School outdoor amphitheater complete with motions from the floor and nomination and acceptance speeches from the rostrum. Indeed, the realism achieved and the enthusiasm engendered was sufficient to attract reporters from both local newspapers. The election was concluded by using the city's voting machines. All HICUT participants involved in the campaign voted for the candidate of their choice and HICUT news bulletins kept the school informed of the progress and finally, the dramatic results.

Teachers may have questioned the justification of party platform planks that proposed an extended recess and the provision of two cartons of cold milk per pupil but neither staff nor teacher participants questioned the value of the learning theme. The many opportunities for the development of communication skills as well as the expansion of understandings in a vital area of the social studies

was apparent and demonstrable. Parents, pupils, teachers and staff readily recognized the validity of the experience.

Similarly, curricular relevancy and its subsequent advantages for pupils and teachers was achieved in other areas. HICUT '68 anticipated events of world wide interest as it became the pad for a simulated space flight and the stadium for the HICUT Olympics. The schoolyard was transformed into an Indian Village and the homemaking center became an elegant dining room for several luncheons, which helped to develop many skills. The courtyard was converted into a site for a Hawaiian luau and a learning center housed a Mexican fiesta complete with a handicrafts market. For the latter project, all money was converted to pesos and children purchased HICUT made goods in a foreign exchange. This group decided to share its joy by mailing all profits of the fiesta to the Jimmie Fund.

All learning themes were language arts oriented. For example, a spaghetti luncheon prepared by primary pupils became the vehicle for writing letters of invitation, receiving letters of response, development of a menu, discussion of food preparation, cleanliness, table manners, and social amenities, and certainly a wealth of experience charts with many new words and phrases that provided imagery, identification, and immediate applicability.

In brief, these were some of the themes in which pupils were interested. Experiences rather than standard textbooks became the basis for initiating the learning. Dick, Jane, and Spot were relegated to a summer of oblivion. Teachers and staff worked with pupils to expand each activity as part of the relevant communications oriented curriculum. A relevant curriculum evolved and with it came a heightened degree of motivation for both pupils and teachers. Learning had meaning for the student and the instructor.

In addition to the learning themes initiated from experiences within the school, others found motivational stimulus in the field trip. HICUT supported the viewpoint that the field trip is an extension of the classroom in the community. The field trip was utilized extensively as a learning tool for all pupils.

The roster of field trips is in effect the catalogue of instructional resources in Hartford. Approximately 50 bus trips and innumerable walking tours immersed pupils in their community and teachers in the wealth of resources available within it. Trips became the basis for learning theme development. A visit to the bakery resulted in a HICUT Bake Shop. Culinary achievements were surpassed only by economic understandings.

A visit to a Hotel travel bureau was instrumental in the establishment of the HICUT Travel Bureau. Geography became alive as trips were planned. Language arts flourished as sales people described the delights of far off places and prepared travel brochures to increase sales. Letter writing surpassed the usual tourist card expression of "Having a fine time. Wish you were here." Vivid description replaced stilted phraseology and the HICUT travel agents experienced a business boom. A trip to Broadcast House encouraged explorations into radio script writing and dramatization. The HICUT closed circuit television system saw productions of TV programs. Technical quality was less significant than the valuable experiences for pupils and staff in a communications medium that made language usage an exciting experience rather than a deadly lesson.

This then was the HICUT '68 approach to increasing curriculum relevancy. Curriculum became, as it should for the urban school, a continum of experiences for pupils designed to meet their needs and interests and to assist them in raising their levels of aspiration for the future.

Pre-Vocational Experiences

Innovations within the HICUT '68 curriculum encouraged the evolvement of programs which recognized educational aspirations as well as vocational awareness. HICUT initiated a program to introduce urban children to the opportunities available on the college campus and the world of work.

HICUT '68 involved its teacher and pupil participants in a learning experience that provided specific understandings, experiences and information about the urban world of work. These elements helped contribute to the development of positive teacher-pupil attitudes and activity in emphasizing the importance of realistic life career choice. Through the effects of the program, HICUTers were able to empathize with the urban world of work and utilize its strengths as part of the full development of the relevant curriculum.

The Career Attitudes Program was an aspect of HICUT '68 that was developed to provide urban teachers with opportunities to recognize and employ valuable community resources. These in turn would help urban children appreciate the vast employment opportunities of their community and the sincere attempt of business and industry to participate in the educational process.

Teachers and pupils in the upper instructional clusters were scheduled to spend a full week in the study and visitation of one of nine participating enterprises which had agreed to cooperate in the experiment. The first day of the week was devoted to pupil orientation by HICUT teachers and staff at the school. This was followed by three successive

days of visitation. The pupils then returned to the school for a final day of disucssion, analysis and evaluation.

Although vocational opportunity was an emphasis, teachers were oriented to employ and adapt the HICUT hypotheses. Communications consequently became the thrust of vocational exposure. On the first day of the on-site week pupils remained in their classrooms for discussion of the particular business or industry they planned to visit. A company representative joined the HICUT teachers to interpret the processes of applying, interviewing and testing for skills. Attention was also given to such matters as dress code, fringe benefits, salary and educational requirements. Discussion was supplemented by experiences in completing applications and video-taping simulated interviews. Classified ads from the local newspapers encouraged children to use locating skills, problem solving devices and critical judgment. Letters of inquiry and response were analyzed by the resource personnel.

On the following three days instruction was continued on-site at a local, cooperating business or industry. The students were welcomed by the personnel director who was able to answer pupil-prepared questions regarding job opportunity and educational requirements. Students were given a tour of the facility and an opportunity to meet personnel. Jobs were described, demonstrations provided, and employees assigned on a one-to-one relationship with HICUTers. This latter arrangement permitted pupils to readily identify with an adult representative typical of the urban community. Employees became teachers as they demonstrated the intricacies of their job and encouraged students to match their skills.

Pupils were accorded the courtesy of the plant and joined officers and employees for lunch. The HICUT experiment in developing career attitudes was reported in the public press, on television and in many of the house organs of the cooperating companies.

On the final day of the week when pupils returned to the Fisher School an informal evaluation was conducted to further stress the impact of education on future job selection.

The Career Attitudes Program of HICUT '68 profited by the enthusiastic support, encouragement and participation of the following:

G. Fox and Company

Connecticut Mutual Life Insurance Company

Connecticut Bank and Trust Company

Southern New England Telephone Company

General Electric Company

City of Hartford

State of Connecticut

St. Joseph College

University of Hartford

C. STRUCTURE FOR EDUCATIONAL IMPROVEMENT

The Hartford public and parochial schools recruited approximately five hundred pupils for the HICUT program. These children were assigned to multi-age instructional units to foster the necessity for increased individualization of teaching and learning strategies.

HICUT teachers were provided with cumulative records from the various schools in order to anticipate instructional programs.

There were twelve instructional teams in the primary unit. Three of these units were comprised of children who had completed the traditional first and second grades. The remaining nine instructional teams of the primary unit were assigned children who had completed grades one, two, and three. One University staff member served as the consultant to the primary unit. Four resource teachers were also assigned to this section to work with cluster groups of three instructional teams.

The intermediate unit was comprised of twelve classes consisting of equal distributions of children who had completed grades three, four, and five. The over-lap in grade three from the primary and intermediate units allowed for flexibility in the random assignments of pupils. A second University staff member aided the intermediate instructional teams with the assistance of four more HICUT resource teachers.

A middle school setting was established for the upper division. This group included nine instructional units of children who had been admitted from grades five through eight. The staff and resource teacher arrangement prevailed.

One resource teacher was assigned three instructional teams which represented the full HICUT complement of grades one through eight. This was a unique opportunity to attempt full continuous progress when the three instructional teams adapted the same theme to the individualized needs of pupils. The classes were assigned to a

special wing of the building in order to facilitate program development.

The special service personnel were involved with all instructional teams and maintained a developmental approach to their tasks.

The co-directors were responsible for the instructional and administrative involvement and implementation of HICUT '68.

VI. STAFF REPORT

Perhaps one of the most unusual aspects of HICUT was the unstructured child centered program developed by a team of in-service and pre-service teachers. The emerging awareness and significant use of the environment, the freedom to experiment with ideas and materials, the excitement of involving the children in the implementation of a "text free" program made this a most rewarding professional experience.

Children were assigned to multi-age groups. The individual assignment was based on grade placement during the 67-68 school year. Each group reflected a minimum of a two year grade span, some groups covered a span of three years and some four years. This multi-age grouping in the classroom gave impetus to the development of a curriculum based on children's interest and potential.

Children grew in stature and self respect through studies of themselves, their peers, their homes, their immediate environment and the broader community of the world. They acquired skills and knowledges through

the understanding of relationships rather then the memorization of isolated facts.

Communication was the focal point! All art, music, dramatics, social studies and science experiences were used not only as ends in themselves but as springboards to listening, speaking, writing, and reading skills.

Teachers were exposed to the developmental, experiential aspect of learning. For the most part the teams worked well together as a unit exchanging ideas, assuming responsibility, planning the program and working through the strengths of each team member. The ability to function as a team varied from group to group. Some teams developed immediate rapport, others needed more time, a few never reached this goal. The unity in most cases was supported by group and/or individual consultations with staff members and resource teachers. When individuals seemed to need a different atmosphere in order to function well, a reassignment was made. In some instances, changes might have been made earlier in the program.

HICUT afforded the opportunity to participants to observe and/or work at various instructional levels. Many in-service teachers, both classroom and specialists, crossed lines to teach out of their subject area and out of their school year grade designation. Particularly striking was the enthusiastic reaction of male teachers to the younger children.

Feeling the pressure of time could be considered both a weakness and a strength of the program. Teachers and children progressed faster in a shorter period of time than is usual in a school year. Often heard

were complaints as to the lack of time to complete team projects.

Additional strength was afforded the program this year by the inclusion of resource teachers who were selected from the HICUT Alumni '67 because of the quality of their participation and their professional growth. The planners of HICUT showed great insight in carrying still further the goal of teacher development through training.

VII. RECOMMENDATIONS OF CO-DIRECTORS

A. Coordination of programs affecting instruction in the elementary schools of Hartford.

   1. Recruit administrative and supervisory personnel to serve as members of instructional teams.
   2. Develop and utilize materials for the individualization of instruction.

B. Expand recruitment of potential middle school pupils and instructional personnel.

   1. Anticipate in-service training needs for middle school personnel.
   2. Anticipate interpersonal relationship needs of middle school pupils.
   3. Design instructional strategies and materials for middle school utilization.

C. Employ parents for aide positions.

D. Maintain and expand opportunities for the development of resource teachers.

E. Clarify procedures for selection of teacher participants.

F. Provide increased opportunities for meeting more realistic urban classroom problems.

G. Re-evaluate experiences for newly contracted personnel requiring emergency certification.

H. Continue and expand the career attitudes program.

I. Encourage preparation for instructional specialization, particularly in the areas of training for communications generalists.

J. Eliminate special service personnel.